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paragraph from Mr. Roosevelt's Sorbonne address is quoted with approval as the very tonic which the French nation needs.

This book has all the virtues and the well-known weaknesses of the author. It is brilliant, incisive, dogmatic, suggestive. It insists on the irrationality, impulsiveness and incompetence of the multitude. It exalts the capable few. But it is one-sided and prejudiced. No view of society which regards the "mores" of the many as merely necessary evils to be endured or minimized can ever supply the faith which must give will-power to leadership. Dr. Le Bon's remedy is as utopian as he deems that of the socialists, if the *élite* are convinced that this political psychology is sound and complete.

G. E. V.

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*A Comparative Study of the Play Activities of Adult Savages and Civilized Children. An Investigation of the Scientific Basis of Education.* By L. ESTELLE APPLETON, PH.D. Chicago: The University of Chicago Press, 1910. Pp. vii+94. 50 cents.

This monograph constitutes an examination, from the point of view of the play activities, of what has been variously named in sociology, biology, and education the recapitulation or culture-epoch theory. Reports of the play of five widely separated tribes are examined: the Veddahs, Australians, Bushmen, Yahgans, and Eskimos, and these are compared with five different studies of the play of American children. With respect to bodily or somatic characteristics there is no very marked difference between the two groups. Both use movements of the whole body in much of their play and employ a specialized activity of part of the body—the hand, for instance—in part. The author states in her summary, however, that the children use the specialized movements to a greater extent than the savages. In the matter of organization again the same forms appear in the play of the two groups—with one exception. The highest form of organization, in which there are a definitely limited number of players, a differentiation in their functions, and elaborate rules of procedure—as in baseball for instance—is not found among savages. Furthermore there is no permanent organization for the sake of games among the savages. The childrens' plays are on the whole more complex.

The chief difference, however, and one that is very marked, is

found in the mental processes involved in play. The games which consist in motor activity are more complex in the case of the children and therefore involve a higher degree of intellectual activity, but beyond this there are many plays and games in which the intellectual process is the essence. These range all the way from guessing games to chess.

The period of childhood in which the play most nearly corresponds to that of adult savages extends from the years seven to fifteen, but there are many discrepancies. For instance intellectual characteristics not found in savage play occur in the play of younger children. The periods of development phylogenetically do not correspond then to the ontogenetic periods but "a process of differentiation has been going on throughout the cultural period which has profoundly modified not only the final product, i.e., the product found in civilization, but also all the intervening stages" (p. 74). This sentence sums up the author's conclusion, but it itself is not altogether clear. Do the "intervening stages" refer to the stages in ontogenetic development, as the general trend of the argument would indicate, or to the phylogenetic stages as the phrase "product found in civilization" would indicate?

By way of general criticism, it may be said that while the author has made her case that the ontogenetic and phylogenetic parallelism in play is subject to important modification, yet her discussion at points lacks clearness and consistency. For instance, on p. 31 she distinctly describes the "pair" and "double pair" organization as games while in the diagram on p. 33 she describes them as "play rather than games." Again it would have added much to the clearness and value of the discussion if she had included the chart which forms the basis of her description.

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*Wage-earning Women.* By ANNIE MARION MACLEAN, PH.D.,  
Professor of Sociology, Adelphi College. The Citizens  
Library. New York: Macmillan, 1910. Pp. xv+202.  
\$1.25 net.

This book consists of selected material from a large report made to the National Board of Young Womens' Christian Associations by the author assisted by a field staff of twenty-nine